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ABSTRACT

This trainer's guide is intended to assist supervisors of work-based career training projects in helping students understand the benefits, advantages, and disadvantages of a microwave oven and its use. The guide is one in a series of core curriculum modules that is intended for use in combination on- and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (YLB)

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Youth Training Scheme

CORE EXEMPLAR WORK BASED PROJECT

ED265349

Use of a Microwave oven

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ESF

CORE SKILLS PROJECT

YTS

OTF No: 8

PROJECT No: W|55

TYPE Individual

The Further Education Staff College
Coombe Lodge, Blagdon, Bristol, BS18 6RG ✆0761-62503

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ASSESSMENT OF CORE SKILLS

This series of projects contains a number of different formats for recording assessment of core skills. These formats are offered for experimental purposes; none is proven as the 'best' method. All are based on the principle that feedback to trainees is a necessary part of the learning process and that such feedback should include information on core skill development.

Further work is being carried out on the methods of assessing achievement of core skills in work-based learning and of how to log such achievement on a record which trainees can take away from YTS. Some of the results of this work will be included in later MSC/ESF Core Skills Project publications.

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CONTENTS

Introduction

Project Information

Summary

Supervisor's Notes

Off-The-Job Tutor's Notes

TRAINEE'S GUIDE

Names and Times

Background and Situation

Purposes

Action Plan

Trainee Review

Supervisor Review

Assessment: Record of Achievement

INTRODUCTION

WHAT ARE WORK-BASED PROJECTS?

Work-based projects are learning materials which aim to make the most of all the possibilities for developing trainees' skills, knowledge and attitudes in the workplace. They build upon everyday workplace tasks to provide experience of the whole range of YTS learning opportunities.

The projects in this series have been tested with managing agents as part of the YTS Core Project, which is jointly financed by MSC and the European Social Fund. In some cases managing agents will be able to use the projects as they are. In others they will need to be adapted to the circumstances of a particular workplace or to the aims of a particular scheme. Some managing agents will prefer to produce their own projects. For such cases these examples aim to demonstrate some principles of good design in work-based learning materials. These principles are:

To encourage trainees to learn by doing
To make the most of all the experiences which are available to trainees in the workplaces.
To start from a real task which is seen as relevant by all parties involved — trainees, workplace supervisors, trainers and off-the-job tutors.
To help trainees see the relationships between things learnt on- and off-the-job.
To base the assessment of achievement upon trainees' actual performance in tasks.
To look for all the opportunities for learning which arise from a task and, in particular, to help trainees to develop the core skills. These skills, in number, communication, problem-solving and practical activities, are used in a wide variety of tasks and are essential if trainees are to achieve competence in those tasks*. They are the skills — of finding out information, planning how to do things, overcoming difficulties and so on — which help trainees to learn more quickly in new situations, either in the same workplace, in a different one, or in the world outside work.

Such skills are required naturally by the workplace tasks in these projects and, in requiring trainees to go beyond the task itself, the projects deliberately *add* to the range of core skills which are required in an everyday working situation. This is especially important for some of the skills of communication and problem-solving which trainees are often not given the opportunity to exercise in work experience.

These principles can be incorporated in projects for all placements and for trainees of all ability levels. Although the projects in this series follow a common format, there is no single 'best' style. Nor is any special expertise in writing necessary. Good work-based projects can be produced by anyone who is determined to help trainees to exploit all of the potential for learning in work experience.

*A technical manual 'Core Skills in YTS' is currently available from MSC. It is supported by a short introductory leaflet and a practitioner's guide for supervisors. A separate manual is available on computer literacy/information technology.

PROJECT INFORMATION

In this project, the trainee is given the opportunity to use the skills of finding out, operating with numbers, planning and decision making in a practical environment, to develop the trainee's understanding of a relatively little-used piece of equipment and the removal of the mystique and resistance to new technology. Such a practical project provides every opportunity to learn by doing with guided support when the trainee needs it.

The development is logical, moving from the simple understanding of the equipment, to the more complex application of cooking and defrosting. It takes account of the caution that is necessary when dealing with hazardous equipment, and the need for the trainee to become productive as soon as possible.

The learning opportunities covered are those of job specific and broadly related skills generally throughout the project, and particularly in Part 3 of the Action with cooking food, the World of Work in Part 3 when dealing with hygiene and personal effectiveness during Part 2, when collecting information from sources outside of the workplace. The whole of the knowledge and skills gained in completing this project can be used in working at home with similar equipment.

ADAPTATION

The skills acquired are equally valid for a person considering a career in catering or work in demonstrating such equipment in a retail outlet.

ASSESSMENT

The project provides for phased reviews after each part of the Action Plan. The Assessment Sheet at the back of this booklet, provides an opportunity for the trainee and supervisor to discuss and record achievement.

SUMMARY

The trainee is led through a series of activities to discover the benefits, advantages and disadvantages of a microwave oven and its use. To do so, the trainee will need to employ the core skills of operating with numbers, recognising cost and value, finding out and providing information, planning, preparing, carrying out and finishing off a practical task. There are times when guidance and help will be needed, but in the main it is a guided discovery learning project.

The project may be carried out on the job, under the guidance of the supervisor, with the support of the off-the-job tutor.

SUPERVISOR'S NOTES

1. Make sure the trainee has read and clearly understands the work-based project.

2. Arrange with colleagues, etc., for the trainee to have as much help as possible at the beginning as well as access and use of the microwave oven from time to time.

3. Try to make some time available each day in order to help the trainee measure and assess his/her progress.

4. Let the trainee learn by doing, through a process of guided discovery learning.

5. If the microwave oven in your kitchen has very limited use, try to make arrangements for the trainee to visit a kitchen where it is more widely used.

A Record of Progress Achieved is provided at the back of this booklet. Please liaise with the off-the-job tutor and discuss your assessment with the trainee before initialling it.

USEFUL INFORMATION

1. It may be necessary to obtain and loan to the trainee, a copy of the manufacturer's guide for the use of your particular microwave oven.

2. The libraries are usually a source of information for specialist recipes, as is the Electricity Council.

OFF-THE-JOB-TUTORS NOTES

1 Throughout the project the trainee may need help from external sources. In particular this help and guidance is likely to be required.

In **Action Plan Part 1**. To assist the trainee to find copies of manufacturers' guides. To understand these guides.

In **Action Plan Part 2**. To assist the trainee in finding out the information on prices and types. To identify advantages and disadvantages.

In **Action Plan Part 3**. During any off-the-job session on food preparation by ensuring particular reference is made to preparing and cooking by microwave.

In **The Phased Reviews and Final Assessment** by liaison with the supervisor and trainee.

Names

TRAINEE .....

SUPERVISOR .....

TUTOR .....

Times

Please fill in the table below to show the time you spent on this work-based project. The first column has been filled in as an example.

DATE	21/1/83				
START	9·30				
FINISH	12·30				
TIME SPENT	3 hours				

BACKGROUND

The microwave oven is a fairly new piece of equipment and has many uses in the kitchen.

It was never intended to replace a conventional oven but rather to complement it. It has many special uses and this project is concerned with discovering those.

Properly understood and used, it is an advantage — improperly used and it isn't just a disadvantage, but can completely destroy food and lose your establishment customers and its good reputation.

To complete this project, you will need access to a microwave cooker and, from time to time, help from someone who understands the equipment. You will also need the opportunity to watch and practise.

SITUATION

Any commercial kitchen where a microwave oven is available.

PURPOSES

Doing this project will provide you with opportunities to achieve competence in the CORE SKILLS listed in the PURPOSES below. Achievement in the CORE SKILLS identified in the purposes will be assessed and recorded on your YTS Certificate. Ownership of these CORE SKILLS will make it easier for you to transer to different work situations and to cope with changes in your future life, as CORE SKILLS are part of every activity both at work and outside work.

Purposes	Core skills practised	
1. Locate the equipment and its controls and demonstrate an understanding of its use.	PROVIDING information by demonstrating to other people.	7.4
2. Find out the full range and cost of equipment available and by comparing and contrasting, decide on a best buy.	Finding out information by speaking to people.	6.1
	Finding out information from written sources.	6.2
	Comparing the relative costs of buying goods.	5.2
	Deciding between alternative courses of action.	10.3
3. Work out defrosting and cooking times.	Working our numerical information.	1.2
4. Plan, prepare and cook a microwave meal for 4-6 people.	Planning the order of activities.	9.1
	Carrying out start-up procedures.	12.6
	Operating and controlling the equipment.	13.4
	Carrying out procedures to turn off.	14.1

ACTION PLAN

PART 1

We hope that you will learn from and enjoy doing this project. READ it through and make sure you know what you have to do and at which stages of the project you will REVIEW your progress. Check your understanding of the PURPOSES and the CORE SKILLS you will practise to achieve them. On the last page there is an assessment form on which will be recorded your achievement of the CORE SKILLS stated in the PURPOSES.

LOCATING THE EQUIPMENT AND ITS CONTROLS — As with other cooking equipment, its location is important. By talking with your supervisor, FIND OUT why the microwave oven is situated where it is.

1. Now SKETCH a layout of your kitchen and indicate on it the position of the microwave oven.

Not all the ovens sold are of the same design yet many of the controls are the same.

2. DRAW a sketch of the front of the microwave and show on it all the controls.

It is important that you understand what each of the controls is for, by talking with your supervisor, and from the manufacturer's guide.

3. DESCRIBE and LIST the function of each of the controls.

Before operating any equipment you should be aware of any hazards that may exist and the Do's and Don'ts.

4. Much of the information can be found in the manufacturer's guide. FIND OUT from it what they are and list them.

Ask your supervisor to show how each control operates and then when you believe you understand, in order to show that you know how to use the controls ...

5. Select a frozen bread roll and DEMONSTRATE to your supervisor your understanding of the procedure for operating the controls in order to defrost and warm the roll.

REVIEW: When discussing the action Plan with your supervisor use the following as a prompt.

What difficulties did you experience in doing the Action Plan?

CONSIDER ...
SKETCHING THE LAYOUT,
ASKING QUESTIONS,
RECORDING THE RESULT,
IDENTIFYING THE EQUIPMENT CONTROLS,
DEMONSTRATING THEIR USE

How did you overcome the difficulties?

What did you learn?

How did you learn it?

PART 2

Types

1. Collect information from as many sources as possible to FIND OUT

   a. The types of microwave oven available

   b. The range or prices and

   by DISCUSSING with your supervisor and people you know who have a microwave oven and by reading the written information you have collected, LIST the advantages and disadvantages of this type of oven.

   Imagine that you intend to buy one.

2. From the information that you have gathered in your survey, COMPARE the various types and makes and DECIDE which for you seems to be the BEST BUY for commercial use.

REVIEW: When discussing the Action Plan with your supervisor, use the following as a prompt. If no supervisor is available, then use it as a guide for yourself.

What difficulties did you experience in doing the Action Plan?
CONSIDER . . .

FINDING TIME TO VISIT SHOPS,
FINDING OUT INFORMATION FROM PEOPLE OTHER THAN THOSE YOU WORK WITH — Was this different to finding out from those you work with? If so, in which way?

PART 3

Using a Microwave Oven

You will already have found out that two of the main uses of the microwave are COOKING AND DEFROSTING.

1. In the course of cooking or defrosting, there is a process called STANDING or RESTING time.

   FIND OUT what this is

2. Now WORK OUT the defrost times showing the control setting and standing time for the following:

	Time	Standing time	Control Setting
4lb Leg Pork 4 x 8oz Chicken Portions 1lb Sausages 3lb Bacon Rashers 1lb Minced Beef		14	

3 Now WORK OUT and record the cooking times for the following:

	Frozen	Fresh	Standing Time	Control Setting
1lb Peas				
1 5kg Rolled Beef				
2oz Asparagus Soup				
10oz Runner Beans				
1lb Shredded Cabbage				
1kg Whole Chicken				

4 ASK your supervisor for the opportunity to PLAN, PREPARE AND COOK a full microwave meal for 4-6 people.

Use a mixture of both fresh and frozen foods. PLAN the materials you will need and the order in which the food should be cooked. DEMONSTRATE during the cooking of the meal your ability to use the controls for starting, timing and switching off.

Once you have finished with the equipment, it should always be cleaned.

5 FIND OUT the procedure for cleaning a microwave oven and the materials needed — then clean it.

REVIEW When discussing the Action Plan with your supervisor, use the following as a prompt. If no supervisor is available, then use it as a guide for yourself.

What difficulties did you experience in doing the Action Plan?

CONSIDER ...

UNDERSTANDING MANUALS
ASKING QUESTIONS — if this was a difficulty identified in Action Plan 1 — why is it still a problem? If not, how have you overcome it?
PREPARING AND COOKING THE MEAL.

TRAINEE REVIEW

With your supervisor and off-the-job tutor, refer to the Purposes listed at the beginning of this section, and decide what you have achieved in completing this project.

1. Did you find any parts of the Action Plan too difficult?.

   If so — which ones — and how did you overcome the difficulties?

   Were any parts too easy?

   If so, which ones?

2. What was the most interesting part of the project, and why?

3. How could you follow-up the project?

   Consider keeping a diary of all that you do with a microwave oven.

4. Consider how you can use what you have learned in this project.

5. Would you buy a microwave for use in your home?

SUPERVISOR REVIEW

1. Please refer to the Supervisor's Notes.
2. Please read the questions under Trainee's Review.
3. Please complete the Trainee's Assessment Form and discuss your assessment with the trainee before initialling it, to show that you both agreed with the assessment.
4. Please liaise with the off-the-job tutor during the review.

ASSESSMENT FORM

ASSESSMENT : RECORD OF ACHIEVEMENT

Work-Based Project Title: USE OF A MICROWAVE ..... Trainee's Name: .....

PURPOSE OR ACTIVITY	CORE SKILL ASSESSED		Further Training Activities	Further Practice Activities	Can Do/ Yes
1. Locate the equipment and its controls and demonstrate an understanding of its use.	7.4	Providing information by demonstrating to other people.			
2. Find out the full range and cost of equipment available and by comparing and contrasting, decide on a best buy.	6.1	Finding out information by speaking to people.			
	6.2	Finding out information from written sources.			
	5.2	Comparing the relative costs of buying goods.			
	10.3	Deciding between alternative courses of action.			
3. Work out defrosting and cooking times.	1.2	Working out numerical information.			
4. Plan, prepare and cook a microwave meal for 4–6 people.	9.1	Planning the order of activities.			
	12.6	Carrying out start-up procedures.			
	13.4	Operating and controlling the equipment.			
	14.1	Carrying out procedures to turn off.			

COMMENTS: Including other achievements and details of FURTHER training and practice ACTIVITIES AGREED.

SIGNED:– Trainee: ..... Supervisor: ..... Tutor: .....